DOCUMENT RESUME

ED 313 299 SO 020 331

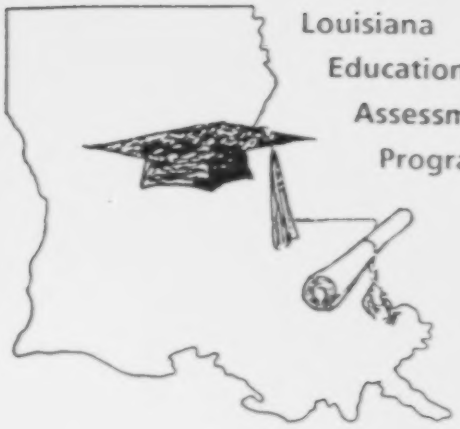
TITLE	Instructional Strategies Guide: Grade 11, Social Studies. Louisiana Educational Assessment Program (LEAP).
INSTITUTION	Kamehameha Schools/Bernice Pauahi Bishop Estate, Honolulu, HI. Center for Development in Early Education.; Louisiana State Dept. of Education, Baton Rouge.
PUB DATE	89
NOTE	93p.
PUB TYPE	Guides - Classroom Use - Guides (For Teachers) (052)
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	Educational Objectives; *Educational Strategies; *Grade 11; High Schools; Instructional Design; Instructional Development; Secondary School Curriculum; *Social Studies; Teaching Methods; *Test Format
IDENTIFIERS	*Vygotsky (Lev S)

ABSTRACT

This guide has been developed by experienced educators and curriculum specialists to provide Louisiana educators with information regarding assessment strategies used on the Louisiana Educational Assessment Program (LEAP) Grade 11 test (successful completion of which is required for graduation), as well as suggested instructional approaches for enhancing student proficiency in the skill areas covered on the examination. The materials in this guide will be useful in a variety of settings, including regular classes and LEAP-focused review/remedial classes. The guide is organized in a manner that permits flexible use, each section being self-contained to facilitate use by educators who choose to focus on a specific content area. Four skill areas are covered: history of the United States, civics, free enterprise, and social studies. For each skill area a sample item is presented that is representative of the LEAP test area. A description of test questions follows, including format and content, along with the basic characteristics of an item's answer choices. Descriptive information is also provided for the categories of incorrect answer choices. Then the correct and incorrect answer choices for the sample item are identified. Finally, instructional considerations relevant to preparing students for the various skill areas tested on the LEAP examination are described. A list of social studies terms that may be included on the examination is provided. (JB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED313299



LEAP

INSTRUCTIONAL STRATEGIES GUIDE

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

LANI
URBATSCH

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Grade 11
SOCIAL STUDIES

SO 020 331

Louisiana Department of Education

BEST COPY AVAILABLE

This public document was originally published at a cost of $1,526.29; 3,500 copies of this public document were published in this first printing at a cost of $1,526.29. The total cost of all printings of this document, including reprints, is $1,526.29. This document was published for the Louisiana Department of Education by IOX Assessment Associates, 11411 West Jefferson Boulevard, Culver City, California 90230, to provide for the development and implementation of educational assessment procedures under authority of R.S. 17:24.4. This material was printed in accordance with the standards for printing by state agencies established pursuant to R.S. 43:31. Printing of this material was purchased in accordance with the provisions of Title 43 of the Louisiana Revised Statutes.

TABLE OF CONTENTS

Page

Introduction 1

Skill Area: Understanding American History 4
Content Supplement A 10
Content Supplement B 23

Skill Area: Understanding Civics 25
Content Supplement A 31
Content Supplement B 36

Skill Area: Understanding Free Enterprise 38
Content Supplement A 44
Content Supplement B 53

Skill Area: Using Social Studies Skills 55
Problem Solving and Critical Thinking 55
Interpreting Pictorial and Graphic Materials 62
Understanding Time and Chronology 68
Interpreting Maps 72
Evaluating Information 76
Content Supplement A 79

Appendix: The Louisiana Social Studies Terminology List . . 80

Introduction

Recent efforts by the Louisiana Department of Education (LDE) to upgrade the state's competency-based educational plan include the establishment of a criterion-referenced high school exit level testing program. The Louisiana Educational Assessment Program (LEAP) Grade 11 Test is designed to measure proficiency in four subject areas: English/language arts, mathematics, social studies, and science.

In accordance with R.S. 17:24.4 (Act 146 of the 1986 Regular Session of the Louisiana Legislature) the Grade 11 criterion-referenced test items will be piloted on an approximate 5 percent sample of public school eleventh-grade students during the week of April 11-15 and April 18-22, 1988. The legislation requires statewide implementation of the test in 1988-89.

State Board of Elementary and Secondary Education (SBESE) policy, Standard 2.099.00, Bulletin 741, Louisiana Handbook for School Administrators, states that the test will be used as a graduation requirement. The 1990-91 school year was established by the SBESE as the effective date to require satisfactory performance on the test in order to receive a high school diploma. Students who fail to pass the Grade 11 test must be offered retake opportunities. R.S. 17:24.4 states that those students who fail to meet required proficiency levels on the state-administered criterion-referenced tests of the LEAP shall receive remedial education programs that comply with regulations adopted by SBESE.

Developmental activities for the LEAP Grade 11 Test have been substantial. Specific target skills and skill areas were selected by subject area advisory committees after a thorough review of appropriate textbooks and LDE curriculum standards. These skills represent the most salient, testable skills emphasized in the curriculum.

Test item specifications, test blueprints, and test items were developed by IOX Assessment Associates of Culver City, California, under the direction of both the LDE and subject area advisory committees composed of local education agency curriculum specialists.

The social studies section of the LEAP examination will consist of approximately 50 multiple-choice items* and require about one hour of administration time. The items were developed under the readability restriction that no words used exceed an

---

*The exact number of social studies items to appear on the LEAP Grade 11 Test has yet to be determined.

eleventh-grade vocabulary level. In addition, a list of eligible social studies terms was selected by an advisory committee of Louisiana educators for use in the social studies section of the LEAP Grade 11 Test. This list is presented in the appendix. There are four social studies skill areas assessed on the LEAP Grade 11 Test. These skill areas and the approximate percent of items in the LEAP Social Studies item pool represented by each skill area are listed below*:

Understanding American History	44%
Understanding Civics	17%
Understanding Free Enterprise	15%
Using Social Studies Skills	24%

Eligible testing content to be covered within the first three skill areas is based on the asterisked objectives and generalizations presented in the corresponding LDE curriculum guides:

American History Curriculum Guide, Bulletin 1599 (Revised 1987)
Civics Curriculum Guide, Bulletin 1600, (Revised 1985)
Free Enterprise Curriculum Guide, Bulletin 1598

In contrast, the eligible testing content for Using Social Studies Skills focuses on five skills emphasized in social studies: (1) problem solving and critical thinking, (2) interpreting maps, (3) understanding time and chronology, (4) evaluating information, and (5) interpreting pictorial and graphic materials.

Because of the high stakes associated with the LEAP Grade 11 Test, the LDE is making available to Louisiana educators instructional strategies guides that focus on the examination. These guides are intended to provide: (1) a clear description of the way in which specific skill areas are assessed on the LEAP test and (2) instructional considerations that might be used by Louisiana educators in promoting proficiency of these target skill areas.

Components of the Instructional Strategies Guide

The specific components of the guide for each skill area are briefly described below:

Sample item. An illustrative item (or items) is presented that is representative of the LEAP test items that will be used to assess students' proficiency in a given skill or skill area.

---

*The percentages refer to the item pool as it existed prior to field-testing.

Description of test questions. The essential elements in the questions used in test items, such as format and content, are listed.

Description of answer choices. Basic characteristics of an item's answer choices are presented. In addition to noting the general nature of the correct answer choice, descriptive information is provided for the categories of incorrect answer choices.

Sample item answer choice descriptions. The correct and incorrect answer choices for the sample item(s) are identified. The particular incorrect-answer category represented by each incorrect answer choice is specified.

Instructional analysis. Instructional considerations relevant to preparing students for the various skill areas tested on the LEAP examination are described. These instructional analyses are neither comprehensive nor prescriptive. Rather, they are intended to provide suggestions to Louisiana educators for instructional strategies that might be used to further student competence in the LEAP target skill areas.

Use of the Instructional Strategies Guide

This guide has been developed by experienced educators and revised by Louisiana teachers and curriculum specialists. Its purpose is to provide Louisiana educators with information regarding assessment strategies used on the LEAP Grade 11 Test as well as suggested instructional approaches to enhancing student proficiency in the skill areas covered on the examination. Use of this guide should assist Louisiana educators in providing students with effective, on-target instruction in these critical skill areas.

The materials in this guide will be useful in a variety of settings, including regular classes and LEAP-focused review/ remedial classes. The guide is organized in a manner that permits flexible use. Therefore, its sections dealing with American history, civics, free enterprise, and social studies skills are self-contained to facilitate use by educators who choose to focus on a specific content area.

SKILL AREA: UNDERSTANDING AMERICAN HISTORY

The skill area testing American history includes two types of items: (1) generalization-based items and (2) objective-based items.

SAMPLE ITEMS:

A generalization-based item:*

What was the result of Britain's decision to begin enforced regulation of the affairs of its colonies in America?

A. The colonists voted to allow British government officials to represent colonial interests.

B. Colonists from Western European nations emigrated to America in growing numbers.

C. The colonies were economically weakened to the point that they could not resist increased British control.

D. Anger and discontent toward British authority increased among the colonists.

An objective-based item:**

During World War II, which of the following individuals was the leader of a major nation participating in the conflict?

A. Neville Chamberlain

B. Kaiser Wilhelm

C. Ho Chi Minh

D. Joseph Stalin

---

*This item was based on the following generalization: "When Britain acted to change from practices of salutary neglect to enforced regulation, resentment and hostile responses resulted."

**This item was based on the following objective: "The student will identify leaders of major nations participating in World War II."

DESCRIPTION OF TEST QUESTIONS:

1. For generalization-based items:

   a. The student will be presented with a question based on a generalization associated with the asterisked objectives in the currently authorized Louisiana Department of Education American History Curriculum Guide. These generalizations are listed in Content Supplement A for Understanding American History.

   b. The question will require the student to understand a generalization's meaning rather than make an inference based on the generalization. For example, a question will not call for an application of the generalization.

   c. The question will, whenever possible, employ language that is synonymous with, rather than identical to, the language used in the generalization.

2. For objective-based items:

   a. The student will be presented with a question based on an asterisked objective in the American History Curriculum Guide. These objectives are listed in Content Supplement A for Understanding American History.

   b. The question will call for knowledge only of essential content needed for students to achieve an objective. For example, questions dealing with related but nonessential content will not be used.

   c. All content will be drawn from the content outline associated with an objective as set forth in the American History Curriculum Guide.

DESCRIPTION OF ANSWER CHOICES:

1. For generalization-based items:

   a. The correct answer choice will accurately answer the question with information, in paraphrased or verbatim form, from the generalization on which the item is based.

   b. An incorrect answer choice will be:

      (1) contradicted: information or concepts directly contradicted by the curriculum-guide generalization;

(2) unsupported: information or concepts related to, but unsupported by, the curriculum-guide generalization; or

(3) irrelevant: information or concepts essentially unrelated to the question posed.

c. In no instance will an answer choice constitute an otherwise arguably correct response to the question.

2. For objective-based items:

a. The correct answer choice will accurately answer the question with information from the content outline of the objective on which the item is based.

b. An incorrect answer choice may be drawn from one of the content outlines in the curriculum guide or from an outside source. It will be one of the following types:

(1) inaccurate: information drawn from the objective's content outline that does not accurately respond to the question; or

(2) irrelevant: information that neither draws from the objective's content outline nor responds accurately to the question.

SAMPLE ITEM ANSWER CHOICE DESCRIPTIONS:

For generalization-based item:

A. contradicted

B. irrelevant

C. unsupported

D. correct

For objective-based item:

A. inaccurate

B. inaccurate

C. inaccurate

D. correct

INSTRUCTIONAL ANALYSIS:

It is important that students learn the most central concepts and events of American history. Such knowledge is important for any American citizen and will ultimately help students consider the present and future with more insight.

Test items in this subject area will concern only the most fundamental and accessible historical concepts and events. This is why test items will be based solely on the asterisked objectives and generalizations in the current American History Curriculum Guide. Generalization-based items will require students to understand information from an asterisked generalization in paraphrased or verbatim form. Objective-based items will require students to know the information necessary to the achievement of an asterisked educational objective. When reviewing both types of information, be sure to stress understanding and retention of critical content.

Although generalization-based and objective-based items will be indistinguishable from each other on the test, they were generated in different ways. The nature of generalization-based and objective-based item for this skill area is described below:

Generalization-based Items

A generalization-based item requires the student to understand the meaning of a given generalization. The item may ask for information from any part of the generalization. The language in the item, however, will typically paraphrase rather than repeat the wording of the generalization. For example, the generalization-based sample item shown previously tests the following generalization:

> When Britain acted to change from practices of salutary neglect to enforced regulation, resentment and hostile responses resulted.*

In answering a test question based on this generalization, the student must understand, for example, the meaning of "enforced regulation," because any terms from the generalization could be paraphrased in either the question or the answer choices. Thus, understanding rather than memorization of the generalizations is required.

---

*This generalization is from Section One, Unit III, and Objective 10 of the revised American History Curriculum Guide, Bulletin 1599 (Revised 1987). A copy of this page from the curriculum guide appears in Content Supplement B for Understanding American History.

While understanding these generalizations is important, the student is not required, for the purpose of this test, to make inferences or to apply the concepts from the generalizations. An item based on the sample item's generalization would not require the student to know any of the following: the history of salutary neglect, the details of enforced regulation, the reasons for Britain's change in policy, the ways in which Britain applied its policies, or the justifications for either Britain's policies or the hostile responses of the colonists. Although these issues may be important in the context of your classroom teaching, they will not form the bases of test items for two reasons. First, there is no way to ensure that content not specifically included in the curriculum guide will be emphasized or even taught in all classrooms. Second, the test is designed to verify a students's command of basic knowledge and not to demand the level of recall and analysis that might be expected in a course's final examination. Thus, a generalization-based item is designed to test an understanding of a generalization without demanding inferential or detailed analysis.

Objective-based Items

Objective-based items require the student to achieve a stated asterisked objective. Unlike generalization-based items, however, these items will require the student to understand certain details that are not part of the objective statement. For example, the sample item tests the following objective:

> The student will identify leaders of major nations participating in World War II.*

Because no leaders are identified, achieving this objective requires the student to know information not contained in this statement. Without some restriction, however, this type of objective could be broadly and inaccurately interpreted. To place reasonable limitations on what students need to know, therefore, correct answers to all objective-based items are limited to information clearly indicated in the content outlines of the asterisked objectives. Franklin D. Roosevelt and Joseph Stalin are listed in the content outline associated with this objective and are thus eligible leaders for the student to identify. In contrast, Haile Selassie, the war-time leader of Ethiopia, is not in the content outline and could not have been used as the correct answer in the sample item.

---

*This objective is from Section Five, Unit III, and Objective 13 of the revised American History Curriculum Guide, Bulletin 1599 (Revised 1987). A copy of this page from the curriculum guide appears in Content Supplement B for Understanding American History.

In fact, no answer choice, correct or incorrect, would have listed Selassie. Because he was a World War II national leader, Selassie would have been a plausible answer to the sample item question. As a result, a knowledgeable student might be tempted to identify Selassie if given the opportunity. Therefore, in no instance will an answer choice, although not listed in the content outline, constitute an arguably correct answer to a test question.

In conclusion, as you review the content covered by the asterisked generalizations and objectives, be sure to convey to students a sense of perspective concerning the temporal relationships among the critical events and prominent figures of interest. Point out when critical events occurred relative to other events or eras. Whenever possible, illustrate how the pattern of events or thinking in one historical period has influenced another historical period. By encouraging an understanding of important historical events and figures as well as the interrelationships among them, you will be helping students develop a more comprehensive view of American history.

UNDERSTANDING AMERICAN HISTORY:

Content Supplement A

(The following content supplement is a list of the asterisked objectives and their corresponding generalizations from the revised American History Curriculum Guide. Page numbers following the objectives designate the page in the curriculum guide where each objective is found.)

Section One: Toward a new nation.

Unit I. Europeans find a new world.

2. Objective. The student will locate geographic areas claimed by Europeans in the New World (p. 33).

   Generalizations. The early colonization of North America was directed by emerging nation states of Western Europe. The earliest settlements were on the coasts and major waterways.

3. Objective. The student will identify selected explorers of the "Age of Discovery" (p. 34).

   Generalization. Exploration of the New World evolved from a complex of prior events and innovations and led to the emergence of new possibilities.

Unit II. Europeans colonize in North America.

5. Objective. The student will explain mercantilism and its effects on colonial economic development (p. 36).

   Generalization. A major aim of exploration and colonization was profit to the mother country by means of regulation of colonial industry and commerce.

6. Objective. The student will identify selected personalities of the Colonial period (p. 37).

   Generalization. In the records of human events certain individuals tend to play historically significant roles.

7. Objective. The student will locate and name the thirteen English colonies (p. 38).

Generalization. The settlement and status of the thirteen English colonies were products of economic, geographic, political, and other influences including the individual and collective acts of the colonists.

8. Objective. The student will explain the development of and distinction between indentured servitude and slave labor systems (p. 39).

   Generalization. Indentured servitude and slavery were the two major voluntary and involuntary labor systems developed in the colonies through the founding of the nation.

Unit III. American colonial development.

9. Objective. The student will contrast the three types of colonial government (p. 40).

   Generalization. The economic, political, and cultural development of the English colonies was influenced by colonial policies of the English government.

10. Objective. The student will contrast Britain's policies of salutary neglect to her system of enforced regulation (p.41).

    Generalization. When Britain acted to change from practices of salutary neglect to enforced regulation, resentment and hostile responses resulted.

Unit IV. A new nation is formed.

13. Objective. The student will identify important events of the Revolutionary War era (p. 44).

    Generalizations. The fighting war was a part of a confluence of events through which the mother country and the colonists took increasingly hard line stances. Resistances on behalf of home rule became a widespread, organized war for independence.

14. Objective. The student will describe the main ideas expressed in the Declaration of Independence (p. 45).

    Generalization. The Declaration of Independence of the United States of America drew upon heritages from Europe and has fed aspirations of subsequent peoples toward independence.

16. Objective. The student will identify major influences, traditions, and principles on which the U.S. Constitution is built (p. 47).

Generalization. The U.S. Constitution is a unique document which synthesized many existing traditions and principles of democratic government.

17. Objective. The student will describe the structure of the U.S. Constitution (p. 48).

Generalization. The Constitution is organized into articles and amendments which form government in the United States.

18. Objective. The student will analyze The Federalist (p. 49).

Generalization. The Federalist represents a powerful and enduring rationale for the federal system of democratic government in the United States.

19. Objective. The student will briefly outline the functions of each branch of the federal government (p. 51).

Generalization. The Constitution identifies the authority, the structure, and the functions of government of the United States.

Unit V. The new republic.

22. Objective. The student will locate the Louisiana Territory and tell the story of its purchase (p. 54).

Generalization. The Louisiana Purchase doubled the geographic size of the United States.

23. Objective. The student will describe slave insurrections: e.g., those of Gabriel Prosser, Denmark Vesey (p. 55).

Generalization. The early slave rebellions in American history disprove the notion that slaves were content with the "Peculiar Institution" and made no early efforts to reject it.

Unit VI. The War of 1812 and nationalism.

26. Objective. The student will identify important events and contributions of outstanding personalities of the Era of Good Feelings (p. 58).

Generalization. The rising nationalist identification and consolidation of the United States paralleled similar developments in Europe and was accomplished by domestic territorial expansion and establishment of international recognitions.

27. Objective. The student will explain the organization of the American Colonization Society--"Back to Africa Movement" (p.59).

Generalization. The "Back to Africa Movement" was initiated in the early 19th century to facilitate the organization and development of Monrovia, Liberia as a refuge for former slaves.

Section Two: Conflict and reunion.

Unit I. Sectionalism emerges.

1. Objective. The student will evaluate the role played by the immigrants in the development of the country (p. 70).

Generalizations. American history has been characterized by recurrent waves of immigration and westward movements. American society is composed of many ethnic groups each with its own identity, constitutions, and conflicts.

2. Objective. The student will identify characteristics and trace developments of the beginning of the Industrial Revolution in the early nineteenth century (p. 71).

Generalization. The early nineteenth century was characterized by rapid changes in transportation, industry, and agriculture that led to different development patterns in the North, South, and West.

5. Objective. The student will write an essay on selected aspects of slave culture of the South during the early and middle nineteenth century (p. 74).

Generalization. Inventions and other developments led to the expansion of use of slave labor and cultural orientations with long-term consequences.

Unit II. The Jacksonian Era.

8. Objective. The student will identify reform movements and reformers of the 1820-1860 era (p. 77).

Generalization. Physical, intellectual, and social conditions have led to improvements in our society.

9. Objective. The student will compare the women's rights movement of the 1800's with that of today (p. 78).

   Generalization. Clarification of who is included under the constitutional guarantee of rights has been a persistent theme and recurrent issue in American history.

10. Objective. The student will summarize main arguments for the abolition of slavery (p. 79).
    Generalization. Abolitionists engaged in intellectual debate, moral persuasion, and overt actions to oppose, curtail, and end the institution of slavery.

12. Objective. The student will narrate the story of territorial growth of the United States and trace on a map important developments of the West prior to the Civil War (p. 82).

    Generalization. The United States realized its dream of "Manifest Destiny" by reaching the Pacific.

14. Objective. The student will recognize economic, political, and social issues that separated the nation (p. 85).

    Generalizations. Sectionalism developed in the United States as a result of divergent geographic, political, social, and economic interests in the North, South, and West. Some of the conflicts of interest were resolved by negotiation and compromise; others evoked increasingly hard line stances leading to secession and war.

Unit III. Towards disunion.

16. Objective. The student will show on an outline map of the U.S. the geographical alignments of various political units on the issue of secession (p. 87).

    Generalization. Political issues are sometimes influenced by geographic factors.

17. Objective. The student will identify and compare advantages of the North and South at the beginning of the War Between the States (p. 89).

    Generalization. A wide variety of material and nonmaterial conditions affect the fortunes of war.

Unit IV. Secession.

18. Objective. The student will identify selected locations and political and military events of the War Between the States (p. 91).

    Generalization. The War Between the States was geographically widespread and destructive to men and resources.

19. Objective. The student will identify personages involved in the War Between the States (p. 92).

    Generalization. The leadership of certain individuals has had a profound influence on the course of history.

20. Objective. The student will discuss Lincoln's rationale for the "Emancipation Proclamation" (p. 94).

    Generalization. The Emancipation Proclamation set the tone for the awarding of freedom to slaves and the fundamental thought contained in the Thirteenth Amendment.

Unit V. Reconstruction.

21. Objective. The student will compare alternative Reconstruction plans (p. 95).

    Generalization. Presidents Lincoln and Johnson offered plans for Reconstruction aimed at the restoration of the Union while Congress advocated punitive measures.

22. Objective. The student will identify provisions of the Thirteenth, Fourteenth, and Fifteenth Amendments (p. 97).

    Generalization. As a result of the War Between the States three Constitutional Amendments were passed.

24. Objective. The student will explain the tenant-farming system which arose in the South after the Civil War (p. 99).

    Generalization. After the Civil War, the tenant-farming (sharecropping) system dominated Southern agriculture on large- and medium-size farms.

25. Objective. The student will describe characteristics of corruption and of reforms cited by historians of the postwar years (p. 100).

    Generalization. Postwar years brought corruption and subsequent reforms in government.

Section Three: Emergence of modern America.

Unit I. Expansion in the American West.

2. Objective. The student will explain how the revolver, the railroads, and the destruction of the buffalo ended the Indians' way of life in America (p. 112).

   Generalization. Revolvers, railroads, and the destruction of the buffalo ended the Indians' way of life in America.

6. Objective. The student will recognize effects of overproduction, weather conditions, and the farmers on the decline of the cattle industry (p. 117).

   Generalization. Overproduction, weather conditions, and farmers' activities led to the decline of the cattle industry.

7. Objective. The student will state ways the Homestead and Morrill Acts of 1862 encouraged farmers to develop the Great Plains (p. 119).

   Generalization. Federal legislation encouraged farmers to develop the Great Plains.

Unit II. Growth of American business and industry.

11. Objective. The student will relate accounts of how John D. Rockefeller, Andrew Carnegie, and Cornelius Vanderbilt were able to amass fortunes in the oil, steel, and railroad industries (p. 123).

    Generalization. Some American businessmen were able to amass fortunes during rapid industrialization.

12. Objective. The student will identify the advantages and disadvantages of individual proprietorships, partnerships, and corporations (p. 124).

    Generalization. Corporations offer advantages over individual proprietorships or partnerships.

14. Objective. The student will indicate ways in which the Sherman Anti-Trust Act, the Clayton Anti-Trust Act, and the actions of progressive presidents helped to equalize opportunity in economic affairs (p. 127).

Generalization. The Sherman Anti-Trust Act, the Clayton Anti-Trust Act, and actions of progressive presidents to provide necessary conditions of a free enterprise system of government were taken to deter monopoly formation and assure competition in business and commerce.

Unit III. Development of the labor movement.

15. Objective. The student will describe conditions of laborers in industrial America (p. 128).

Generalization. Compared to labor conditions today, laborers in early industrial America worked longer hours for lower wages, in less safe and sanitary conditions, and without as many benefits.

17. Objective. The student will recall one example of how the laborers were aided by government enactments of the progressive era (p. 131).

Generalization. The Clayton Anti-Trust Act, Employers' Liability Act of 1908, and the creation of the Children's Bureau of the Department of Labor aided the laborers.

Unit IV. Organization of the farmers.

21. Objective. The student will relate ways the government has protected the farmers from abuses of big business (p. 135).

Generalization. One of the functions of government is protection of individuals and groups from abusive practices.

Unit V. The "New South."

24. Objective. The student will identify the characteristics of the "New South" (p. 138).

Generalization. After the War Between the States a "New South" emerged.

Unit VI. The progressive movement.

25. Objective. The student will recognize principal goals and accomplishments of the Progressive Movement (p. 139).

Generalization. The Progressive Movement helped to bring about changes in the lifestyle of Americans.

Section Four: Conflict and international power.

Unit I. Increasing world awareness.

1. Objective. The student will list reasons for growing American interest in the territories of the Pacific (p. 148).

   Generalization. During the late nineteenth and early twentieth centuries the United States sought expansions of possessions and special trading rights.

5. Objective. The student will locate and identify territories acquired by the United States as a result of the Spanish-American War (p. 152).

   Generalization. The Spanish-American War extended the island possessions of the United States and represented important shifts in international relations.

7. Objective. The student will describe the "Open Door Policy" (p. 154).

   Generalization. The Open Door Policy was an expression of concern for American trade.

Unit II. World War I and its aftermath.

11. Objective. The student will define nationalism, imperialism, militarism, and secret alliances (p. 158).

    Generalization. Nationalism, imperialism, militarism, and secret alliances polarized the world powers prior to World War I.

12. Objective. The student will name violations of American rights of neutrality prior to the entry of the United States in World War I (p. 159).

    Generalization. America attempted to remain neutral at the outset of World War I in spite of repeated violations.

13. Objective. The student will describe how the United States provided the men, money, materials, transportation, and public support to assist World War I allies (p. 160).

    Generalization. America's participation in World War I involved mobilization at the home front and military engagements in France.

14. Objective. The student will list major military engagements in which Americans fought as a separate unit in World War I (p. 162).

Generalization. Entry of the United States helped reverse the balance and lead to military victory of the Allies.

18. Objective. The student will define "world organization" and explain why membership in the League of Nations was rejected by the United States (p. 167).

Generalization. The idea of world organizations to stablilize peace and serve common interests of participants has taken varied forms.

Section Five: Global conflict and change.

Unit I. The twenties.

2. Objective. The student will list major social and cultural changes in the 1920's (p. 185).

Generalization. Beliefs, lifestyles, and values vary according to time, place, and circumstances and have profound influences on historical choices.

3. Objective. The student will discuss the "Harlem Renaissance" (p. 187).

Generalizations. During the post WWI period a distinctly new cultural movement emerged in the urban United States. This movement belied many literary achievements by and of blacks. The Harlem Renaissance was the occasion in which blacks achieved a level of articulation that made it possible for them to transform their feelings into a variety of literary forms.

5. Objective. The student will tell the story of the Nineteenth Amendment (p. 189).

Generalization. American history has encompassed successive extensions of rights of democratic participation and to broader definitions of citizenship.

6. Objective. The student will explain the "experiment with prohibition" (p. 190).

Generalization. A basic principle of democratic government and the American Constitution is provision for correction of error.

Unit II. Franklin D. Roosevelt's New Deal.

9. Objective. The student will describe measures taken by the New Deal to promote recovery (p. 193).

   Generalization. The New Deal involved extensive and intensive actions designed to end the depression and bring about relief, recovery, and reform.

10. Objective. The student will discuss major features of the Social Security Act (p. 195).

    Generalization. The New Deal involved extensive and intensive actions designed to end the depression and bring about relief, recovery, and reform.

Unit III. World War II.

12. Objective. The student will narrate, with references to maps, events leading up to World War II (p. 198).

    Generalization. Nationalism, militarism, and imperialism culminated in an "epidemic of world lawlessness" and World War II.

13. Objective. The student will identify leaders of major nations participating in World War II (p. 200).

    Generalizations. Leadership within government is dependent upon the structure of that government and the degree to which power is controlled by varied segments of the society. The roles played by certain individuals have had profound influence on the course of history.

14. Objective. The student will describe features of mobilization for war (p. 201).

    Generalization. Change in one aspect of a system affects all parts of the system.

Unit IV. Reconstruction and readjustment to peace.

18. Objective. The student will list and discuss some characteristic problems and opportunities experienced by various groups in adjustment to peace (p. 207).

    Generalization. Change in one aspect of a system affects all aspects of the system.

19. Objective. The student will describe general purposes of selected programs and policies that shaped reconstruction and readjustments after World War II (p. 208).

Generalization. Some recurrent post-war problems were anticipated and solutions planned; others were as neglected and problematic as in the past.

Section Six: Problems and prospects.

Unit I. Truman's "Fair Deal."

2. Objective. The student will describe general characteristics and identify examples of domestic Fair Deal programs (p. 223).

Generalization. Fair Deal social legislation touched upon a wide array of social and economic problems and aspirations of a nation in the process of rapid change.

Unit II. Cold War and Korea.

5. Objective. The student will summarize selected features of conflict and compromise of the Cold War and the Korean War (p. 226).

Generalizations. An important aspect of America's foreign relations has been the growing economic interdependence of the world. Competing nationalistic rivalries create conflicts among nations.

6. Objective. The student will become more willing to consider issues from varied points of view (p. 227).

Generalization. Beliefs, life styles, and values vary according to time, place, and circumstance and affect the ways one views events.

Unit III. The Eisenhower years (1953-61).

8. Objective. The student will identify characteristics of the Eisenhower administration's domestic programs (p. 229).

Generalization. Beliefs, values, and life styles vary according to time, place, and circumstances. Population growth and density affect a nation's political, social, and cultural attitudes.

Unit IV. The 1960's.

10. Objective. The student will describe the events of the New Frontier (p. 232).

    Generalization. Certain individual personalities have converged with time, place, and circumstances in ways that have had profound influence on their era.

12. Objective. The student will discuss civil rights judicial decisions, legislation, and actions since World War II (p. 235).

    Generalizations. Beliefs, life styles, and values vary according to time, place, and circumstances. Prejudice and discrimination have been recurrent problems in human history.

Unit V. The Nixon and Ford administrations.

16. Objective. The student will describe and use the Watergate tragedy to illustrate ways the United States government's strength and resilience function under crisis conditions (p.240).

    Generalization. One of the strengths of the United States government is in written provisions and an unbroken tradition of peaceful presidential succession.

*OBJECTIVE 10

The student will contrast Britain's policies of salutary neglect to her system of enforced regulations.

Concepts

Stability, change

Generalization

When Britain acted to change from practices of salutary neglect to enforced regulation, resentment and hostile responses resulted.

CONTENT OUTLINE

B. British policies

1. Salutary neglect

2. Enforced regulation

ACTIVITIES

(A) Listen and take notes on a teacher lecture about changing economic and political attitudes of Britain toward the colonies and of the colonies toward Britain after the French and Indian War.

(B) Answer teacher-prepared questions about the old and new economic policies of Britain. The text and/or other selected resources should be used.

(C) Prepare arguments to defend British economic policies or attempt to justify Colonial protest actions.

*OBJECTIVE 13

The student will identify leaders of major nations participating in World War II.

Concepts

Leadership

Generalization

Leadership within government is dependent upon the structure of that government and the degree to which power is controlled by varied segments of the society. The roles played by certain individuals have had profound influence on the course of history.

CONTENT OUTLINE

7. Russia
   a. Stalingrad
   b. Joseph Stalin
8. China
   a. Manchuria
   b. Chiang Kai-shek
9. The United States
   a. Neutrality Acts
   b. Atlantic Charter
   c. Lend Lease (March 1941)
   d. Responses to Japanese militarism
   e. Franklin D. Roosevelt
   f. Harry Truman
   g. Dwight D. Eisenhower
   h. Douglas MacArthur
   i. Chester Nimitz

ACTIVITIES

(A) Read about the World War II period and roles of leaders of the various countries involved. Prepare and present for the class information about persons assigned. Include pictures and biographical sketches.

(B) View a film or filmstrip and listen to such tapes of speeches as may be available to supplement readings about a leader assigned by the teacher. Share information in class discussion of the period.

(C) Read a biography of one of the leaders being studied and share information with other class members. Survey the broader context in which this person played a role and write a report to be shared with other class members.

SKILL AREA: UNDERSTANDING CIVICS

The subject area of Understanding Civics includes two types of items: (1) generalization-based items and (2) objective-based items.

SAMPLE ITEMS:

A generalization-based item:*

In a democracy, citizens may legally influence decision-making in government through which of the following means?

A. refusing to obey federal laws that are unfair

B. paying only those taxes that fund programs preferred by an individual taxpayer

C. joining political pressure groups to influence a politician's thinking

D. passing local statutes that counteract federal laws with which local citizens disagree

---

*This item was based on the following generalization: "Democracy is government in which the decision-making is in the hands of the people through voting, political parties, and pressure groups."

An objective-based item:*

Which of the following accurately represents one aspect of the current election process for members of Congress?

A. A "one person, one vote" system is used to elect members of Congress.

B. Senators are elected by state legislators; members of the House of Representatives are elected directly by voters.

C. A state's population determines how many senators it has.

D. To remain in office, senators and members of the House of Representatives must be re-elected every four years.

DESCRIPTION OF TEST QUESTIONS:

1. For generalization-based items:

   a. The student will be presented with a question based on a generalization associated with the asterisked objectives in the currently authorized Louisiana Department of Education Civics Curriculum Guide. These generalizations are listed in the Civics Content Supplement.

   b. The question will require the student to understand a generalization's meaning rather than make an inference based on the generalization. For example, a question will not call for an application of the generalization.

   c. The question will, whenever possible, employ language that is synonymous with rather than identical to the language used in the generalization.

2. For objective-based items:

   a. The student will be presented with a question based on the asterisked objectives in the Civics Curriculum Guide. These objectives are listed in the Civics Content Supplement.

---

*This item was based on the following objective: "The student will describe the election process for senators and representatives in Congress."

b. The question will call for knowledge only of essential content needed for students to achieve an objective. For example, questions dealing with related but nonessential content will not be used.

c. All content will be drawn from the content outline associated with an objective as set forth in the Civics Curriculum Guide.

DESCRIPTION OF ANSWER CHOICES:

1. For generalization-based items:

   a. The correct answer choice will accurately answer the question with information, in paraphrased or verbatim form, from the generalization on which the item is based.

   b. An incorrect answer choice will be:

      (1) contradicted: information or concepts directly contradicted by the curriculum-guide generalization;

      (2) unsupported: information or concepts related to, but unsupported by, the curriculum-guide generalization; or

      (3) irrelevant: information or concepts essentially unrelated to the question posed.

   c. In no instance will an answer choice constitute an otherwise arguably correct response to the question.

2. For objective-based items:

   a. The correct answer choice will accurately answer the question with information from the content outline of the objective on which the item is based.

   b. An incorrect answer choice may be drawn from one of the content outlines in the curriculum guide or from an outside source. It will be one of the following types:

      (1) inaccurate: information drawn from the objective's content outline that does not accurately respond to the question; or

      (2) irrelevant: information that neither draws from the objective's content outline nor responds accurately to the question.

SAMPLE ITEM ANSWER CHOICE DESCRIPTIONS:

For generalization-based item:

A. unsupported

B. unsupported

C. correct

D. unsupported

For objective-based item:

A. correct

B. inaccurate

C. inaccurate

D. inaccurate

INSTRUCTIONAL ANALYSIS:

The subject area of civics is concerned with the freedoms and obligations bestowed upon American citizens. Understanding what these rights and responsibilities are and why they exist will help students function as effective participants in our nation's democracy.

Test items in this subject area will concern only the most fundamental and accessible processes, features, and events pertaining to civics. As such, test items will be based solely on the asterisked objectives and generalizations in the current Civics Curriculum Guide. Generalization-based items will require students to understand information from an asterisked generalization in paraphrased or verbatim form. Objective-based items will require students to know the information necessary to the achievement of an asterisked educational objective. When reviewing both types of information, be sure to stress understanding and retention of critical content.

Although generalization-based and objective-based items will be indistinguishable from one another on the test, they were generated in different ways. The nature of generalization-based and objective-based item types for this skill area is described in more detail below:

Generalization-based Items

Generalization-based items require the student to understand the meaning of the generalization on which an item is based. They may ask for information from any part of the generalization. The language of the item, however, will typically paraphrase rather than repeat the wording of the generalization. For example, the generalization-based sample item shown previously tests the following generalization:

> Democracy is government in which the decision-making is in the hands of the people through voting, political parties, and pressure groups.*

While understanding these generalizations is important, the student is not required, for the purpose of answering test questions, to make inferences or to apply the concepts from the generalizations. For example, an item based on the sample item's generalization would not require the student to know how political pressure groups operate or the policy differences that separate political parties. Although these issues may be important in the context of your classroom teaching, they will not form the bases of test items for two reasons. First, there is no way to ensure that content not included in the curriculum guide will be emphasized or even taught in all classrooms. Second, the test is designed to verify basic knowledge and not to demand the level of recall and analysis that might be expected in a course's final examination. Thus, a generalization-based item is designed to test an understanding of a generalization without demanding inferential or detailed analysis.

Objective-based Items

Most of the items in this skill area will be objective-based because of the comprehensiveness of some of the civics generalizations. Objective-based items require the student to achieve a stated asterisked objective. Unlike a generalization-based item, the student will need to understand certain details that are not part of the objective statement. For example, the sample item tests the following objective:

---

*This generalization is from Section Two, Unit II, and Objective 1 of the revised Civics Curriculum Guide (Bulletin 1600, revised as of 1985). A copy of this page from the curriculum guide appears in Content Supplement B for Understanding Civics.

The student will describe the election process for senators and representatives in Congress.*

Because no election process is described, achieving this objective requires the student to know information not contained in this statement. To place reasonable limitations on what students need to know, however, correct answers to objective-based items are limited to information clearly indicated in the content outlines of the asterisked objectives. Because the content outline associated with this objective lists the "one man, one vote" concept, this information is eligible for testing.

Other general components of the election process are also implied by the content outline. For instance, because the election of senators is outlined separately from the election of representatives, a student can be expected to know the basic differences between the two kinds of elections. On the other hand, an item testing this objective could not demand overly specific information, such as when polling booths close, what state-to-state differences exist in these elections, or how the process for electing senators has changed since the beginning of the century.

Theoretically, there could be a plausible answer to an item that is not indicated in the objective's content outline. In that circumstance, a knowledgeable student might choose this plausible answer. Therefore, in no instance will an answer choice, although not listed in the content outline, constitute an arguably correct answer to a test question.

An overriding goal of your instruction should be for students to achieve a better understanding of our government, values, and people. Students should come to know and appreciate the high ideals embodied in the American form of democracy. At the same time, students should be guided to evaluate for themselves how well these ideals, such as equal opportunity and personal freedom, have actually been realized for our American citizenry.

---

*This objective is from Section Two, Unit III, and Objective 8 of the revised Civics Curriculum Guide (Bulletin 1600, revised as of 1985). A copy of this page from the curriculum guide appears in Content Supplement B for Understanding Civics.

UNDERSTANDING CIVICS:

Content Supplement A

(The following content supplement is a list of the asterisked objectives and corresponding generalizations for required sections in the revised Civics Curriculum Guide. Page numbers following the objectives designate the page in the curriculum guide where each objective is found.)

Section One: Introduction to citizenship.

Unit I. Information for citizens.

2. Objective. The student will identify rights and duties of citizens (p. 28).

   Generalization. Citizenship in a democracy is the exercise of duties, responsibilities, and privileges as a reasoned and functional act of political behavior.

3. Objective. The student will identify sources of information available to a citizen (p. 29).

   Generalization. Citizenship in a democracy is the exercise of duties, responsibilities, and privileges as a reasonable and functional act of political behavior.

Section Two: The national government.

Unit II. Our political heritage.

1. Objective. The student will identify differences in various kinds of government (p. 37).

   Generalization. Democracy is government in which the decision making is in the hands of the people who make their demands known through voting, political parties, and pressure groups.

7. Objective. The student will discuss the major principles of U. S. Constitutional government (p. 45).

   Generalization. The values of society are implicit in the political documents and behavior of a people.

8. Objective. The student will list and discuss the rights guaranteed by the first 10 Amendments to the U. S. Constitution (p. 46).

Generalization. The values of society are implicit in the political documents and behavior of a people.

Unit III. The structure of the federal political system.

1. Objective. The student will give reasons why the writers of the U. S. Constitution created a bicameral legislature (p. 54).

   Generalization. Democracy is government in which the decision making is in the hands of the people who make their demands known though voting, political parties, and pressure groups.

3. Objective. The student will identify the leaders of Congress and tell how they are chosen (p. 56).

   Generalization. Democracy is government in which the decision making is in the hands of the people who make their demands known through voting, political parties, and pressure groups.

6. Objective. The student will identify the powers of Congress and those powers denied to it (p. 61).

   Generalization. There is a division of responsibility and interdependence at all levels of government.

8. Objective. The student will describe the election process for Senators and Representatives in Congress (p. 63).

   Generalization. There is a division of responsibility and interdependence at all levels of government.

9. Objective. The student will describe the formal and informal requirements that candidates for President and Vice President of the United States must meet (p. 64).

   Generalization. There is a division of responsibility and interdependence at all levels of government.

10. Objective. The student will identify the powers, roles, and/or functions of the President (p. 65).

    Generalization. There is a division of responsibility and interdependence at all levels of government.

15. Objective. The student will explain differences between common law and statutory law (p. 70).

Generalization. Every society created laws and imposes sanctions and penalties for violations of the laws.

16. Objective. The student will list six major procedures that have been established to ensure a fair trial (p. 71).

Generalization. Every society creates laws and imposes sanctions and penalties for violations of the laws.

21. Objective. The student will describe the purposes of taxes (p. 76).

Generalization. Political decisions are a result of the need to settle problems, many of which are of a continuing nature.

24. Objective. The student will define several kinds of taxes (p. 78).

Generalization. Political decisions are a result of the need to settle problems, many of which are of a continuing nature.

Unit IV. The American political process.

1. Objective. The student will explain the role of political parties (p. 85).

Generalization. Individuals can increase their political power through membership in groups that represent their interests.

3. Objective. The student will explain what citizens must do to register to vote (p. 87).

Generalization. Individuals can increase their political power through membership in groups that represent their interests.

4. Objective. The student will discuss the differences between primary and general elections (p. 88).

Generalization. Democracy is government in which the decision making is in the hands of the people who make their demands known through voting, political parties, and pressure groups.

5. Objective. The student will describe steps in the election of the President (p. 89).

Generalization. Democracy is government in which the decision making is in the hands of the people who make their demands known through voting, political parties, and pressure groups.

Section Three: State and local government.

Unit V. State government.

3. Objective. The student will describe the composition of the Louisiana legislature (p. 98).

   Generalization. There is a division of responsibility and interdependence at all levels of government.

8. Objective. The student will list and describe kinds of cases which come before state courts (p. 107).

   Generalization. There is a division of responsibility at all levels of government.

9. Objective. The student will list six sources of revenue for state government (p. 111).

   Generalization. Political systems exist to make authoritative decisions binding on all citizens.

10. Objective. The student will list at least three current problems in Louisiana and discuss each (p. 113).

    Generalization. Political decisions are a result of the need to settle problems, many of which are of a continuing nature.

Unit VI. Local government.

1. Objective. The student will differentiate among the three kinds of local governments (p. 117).

   Generalization. There is a division of responsibility and interdependence at all levels of government.

2. Objective. The student will identify selected parish officials and their duties (p. 120).

   Generalization. There is a division of responsibility and interdependence at all levels of government.

4. Objective. The student will identify the major sources of revenue at the local level (p. 122).

Generalization. Political systems exist to make authoritative decisions binding on all citizens.

UNDERSTANDING CIVICS:

Content Supplement B

GENERALIZATION: Democracy is government in which the decision making is in the hands of the people who make their demands known through voting, political parties, and pressure groups.

CONCEPTS: Political Systems

OBJECTIVE 1: The student will identify differences in various kinds of government.

CONTENT OUTLINE

A. Government
   1. Kinds of government
      a. Rule by one person
      b. Rule by a few persons
      c. Rule by many persons

ACTIVITIES

(A) Compare and contrast various kinds of government by completing this chart. Make use of maps to point out nations and their locations.

Who Holds Power	Name Given Leader	Example (Nation)

(B) Write a definition for each kind of government with an example. Have students write definitions for four kinds of government. Ask the students to identify a government illustrating each of the four kinds. Use a map to identify countries where these governments exist.

(C) Select one of the following philosophers and show how his ideas influenced the basis for government: Locke, Rousseau, Montesquieu, or Voltaire. Have the students identify in the Declaration of Independence the words and phrases that illustrated John Locke's view of the social contract. For example, "when... it becomes necessary for one people to dissolve the political bonds which have connected them with another ..."

GENERALIZATION: There is a division of responsibility and interdependence at all levels of government.

CONCEPT: Election process

OBJECTIVE 8: The student will describe the election process for Senators and Representatives in Congress.

CONTENT OUTLINE

6. Election process
   a. Senate
   b. House
      (1) Congressional district
      (2) "One man, one vote"

ACTIVITIES

(ABC) Find a map of your state showing Congressional districts. Consult also the Encyclopedia of Politics, a world almanac, the Book of the States and/or other standard references in order to answer the following questions: (1) Who represents your Congressional district? (2) What are the names of the Senators from your state? (3) How many Representatives does Louisiana have? (4) How did the last census affect your state's representation in Congress?

SKILL AREA: UNDERSTANDING FREE ENTERPRISE

The subject area of Understanding Free Enterprise includes two types of items: (1) generalization-based items and (2) objective-based items.

SAMPLE ITEMS:

A generalization-based item:*

The principle of scarcity in economics means which of the following?

A. the lack of competition among businesses

B. shortages of consumers to purchase certain products

C. limited means to acquire the goods and services people want

D. a shortage of information about economic trends

An objective-based item:**

Which of the following terms describes the falling of prices?

A. price control

B. inflation

C. economic cycle

D. deflation

---

*This item was based on the following generalization: "People want many things which we call goods and services but have only limited means to secure them. In economics, the condition in which wants exceed means for satisfying them is called scarcity. Because wants are unlimited and resources for use in satisfying them are limited and versatile, all economic systems must be concerned with problems of relative scarcity."

**This item was based on the following objective: "The student will define the concepts of inflation, deflation, and economic cycles and identify other factors which influence economic conditions."

DESCRIPTION OF TEST QUESTIONS:

1. For generalization-based items:

   a. The student will be presented with a question based on a generalization associated with the asterisked objectives in the currently authorized Louisiana Department of Education Free Enterprise Curriculum Guide. These generalizations are listed in the Free Enterprise Content Supplement.

   b. The question will require the student to understand a generalization's meaning rather than make an inference based on the generalization. For example, a question will not call for an application of the generalization.

   c. The question will, whenever possible, employ language that is synonymous with rather than identical to the language used in the generalization.

2. For objective-based items:

   a. The student will be presented with a question based on an asterisked objective in the Free Enterprise Curriculum Guide. These objectives are listed in the Free Enterprise Content Supplement.

   b. The question will call for knowledge only of essential content needed for students to achieve an objective. For example, questions dealing with related but nonessential content will not be used.

   c. All content will be drawn from the content outline associated with an objective as set forth in the Free Enterprise Curriculum Guide.

DESCRIPTION OF ANSWER CHOICES:

1. For generalization-based items:

   a. The correct answer choice will accurately answer the question with information, in paraphrased or verbatim form, from the generalization on which the item is based.

   b. An incorrect answer choice will be:

      (1) contradicted: information or concepts directly contradicted by the curriculum-guide generalization;

(2) unsupported: information or concepts related to, but unsupported by, the curriculum-guide generalization; or

(3) irrelevant: information or concepts essentially unrelated to the question posed.

c. In no instance will an answer choice constitute an otherwise arguably correct response to the question.

2. For objective-based items:

a. The correct answer choice will accurately answer the question with information from the content outline of the objective on which the item is based.

b. An incorrect answer choice may be drawn from one of the content outlines in the curriculum guide or from an outside source. It will be one of the following types:

(1) inaccurate: information drawn from the objective's content outline that does not accurately respond to the question; or

(2) irrelevant: information that neither draws from the objective's content outline nor responds accurately to the question.

SAMPLE ITEM ANSWER CHOICE DESCRIPTIONS:

For generalization-based item:

A. contradicted

B. contradicted

C. correct

D. unsupported

For objective-based item:

A. irrelevant

B. inaccurate

C. inaccurate

D. correct

INSTRUCTIONAL ANALYSIS:

Understanding the central concepts of economics is a valuable tool for students who must assume responsible roles within the American free enterprise system. Test items in this subject area will concern only the most fundamental and accessible economic concepts and events. This is why test items will be based solely on the asterisked objectives and generalizations in the current Free Enterprise Curriculum Guide. Generalization-based items will require students to understand information from an asterisked generalization in paraphrased or verbatim form. Objective-based items will require students to know the information necessary to the achievement of an asterisked educational objective. When reviewing these types of information with your students, be sure to stress understanding and retention of critical content.

Although generalization-based and objective-based items will be indistinguishable from one another on the test, they were generated in different ways. The nature of generalization-based and objective-based items for this skill area is described below:

Generalization-based Items

A generalization-based item requires the student to understand the meaning of a generalization and may ask for information from any part of the generalization. The language of the item, however, will paraphrase rather than repeat the wording of the generalization. For example, the generalization-based sample item shown previously tests information from the following generalization:

> People want many things which we call goods and services but have only limited means to secure them. In economics, the condition in which wants exceed means for satisfying them is called scarcity. Because wants are unlimited and resources for use in satisfying them are limited and versatile, all economic systems must be concerned with problems of relative scarcity.*

In answering a test question, the student must, for instance, understand the meaning of "wants" and "means" because any terms from generalizations could be paraphrased in either the question

---

*This generalization is from Section Two, Unit I, and Objective 1 of the Free Enterprise Curriculum Guide (Bulletin 1598, 1981). A copy of this page from the curriculum guide appears in Content Supplement B for Understanding Free Enterprise.

or the answer choices. Thus, understanding rather than memorization of the asterisked generalizations is required.

While understanding these generalizations is important, the student is not required, for the purpose of this test, to make inferences or to apply the concepts from the generalizations. An item based on the sample item's generalization would not require the student to know any of the following: the evolution of the theory of scarcity, specific problems resulting from scarcity, conditions that increase or solutions that lessen comparative scarcity, or the application of scarcity to a specific economic situation. Although these issues may be important in the context of your classroom teaching, they will not form the bases of test items for two reasons. First, there is no way to ensure that content not specified in the curriculum guide will be emphasized or even taught in all classrooms. Second, the test is designed to verify a student's command of basic knowledge and not to demand the level of recall and analysis that might be expected in a course's final examination. Thus, a generalization-based item is designed to test an understanding of a generalization without demanding inferential or detailed analysis.

Objective-based Items

Objective-based items require the student to achieve a stated asterisked objective. Unlike generalization-based items, these items will require the student to understand certain details that are not part of the objective statement. For example, the sample item tests the following objective:

> The student will define the concepts of inflation, deflation, and economic cycles and identify other factors which influence economic conditions.*

Because definitions are not included, achieving this objective requires the student to know information not contained in this statement. Without some restriction, however, this type of objective could be broadly and inaccurately interpreted. To place reasonable limitations on what students need to know, correct answers to objective-based items are limited to information clearly indicated in the content outlines of the asterisked objectives. The content outline for the sample objective lists inflation, deflation, and economic cycles as economic conditions. The complexities or nuances of these terms are not specified in the outline. Therefore, items concerning

---

*This objective is from Section Two, Unit V, and Objective 5 of the revised Free Enterprise Curriculum Guide (Bulletin 1598, revised as of 1981). A copy of this page from the curriculum guide appears in Content Supplement B for Understanding Free Enterprise.

deflation would not go beyond testing for student's basic understanding of deflation as an economic condition.

Theoretically, there could be a plausible answer to an item that is not indicated in the objective's content outline. In that circumstance, a knowledgeable student might, without the benefit of a content outline, choose this plausible answer. Therefore, in no instance will an answer choice, although not listed in the content outline, constitute an arguably correct answer to a test question.

Students should be aware that knowledge of basic economic concepts will benefit them as citizens and consumers. Whenever possible, you may wish to illustrate in your lessons how certain economic principles and policies affect students on a personal level. For example, in reviewing features of the American free enterprise system and other economic systems, have students consider the relative advantages and disadvantages of each system with respect to individual citizens such as themselves. By promoting students' understanding of basic economic concepts, you will be helping them to become more responsible and successful participants in our nation's economy.

UNDERSTANDING FREE ENTERPRISE:

Content Supplement A

(The following content supplement is a list of the asterisked objectives and their corresponding generalizations from the Free Enterprise Curriculum Guide. Page numbers following the objectives designate the page of the curriculum guide where each objective is found.)

Section One: The American free enterprise heritage.

Unit I. Social and cultural context of the American free enterprise system.

1. Objective. The student will identify three basic systems in a country's way of life and recognize examples of political, social, and economic units (p. 25).

   Generalization. All countries require some form of economic, political, and social system and these characterize the country's way of life.

2. Objective. The student will define economics in terms of central questions an economic system must address (p. 26).

   Generalization. The basic questions addressed by economists center upon what and how much to produce, how to do so, and who gets what and how much.

3. Objective. The student will discuss functions of political, social, and economic systems in a country's way of life (p. 27).

   Generalization. Familiar agencies and institutions may be explained and understood according to functions they perform in social, political, and economic systems.

Unit II. Basic values in a way of life.

4. Objective. The student will identify ways in which all citizens can enjoy freedoms and the fruits of other values that are associated with the American way of life (p. 28).

   Generalization. Values associated with the American way of life include freedom, justice, and respect for the worth and dignity of the individual.

Unit IV. Characteristics of the American free enterprise system.

7. Objective. The student will identify and describe characteristics of the American free enterprise system (p. 32).

   Generalizations. The American free enterprise system is characterized by private property, profit, competition, free markets, and freedom of contract. Change in one aspect of a system affects all other parts of the system.

Section Two: The nature of the American economy as a free enterprise system.

Unit I. Concept of scarcity.

1. Objective. The student will identify principal elements in the concept of scarcity including unlimited human wants and needs, limited economic resources, and opportunity costs (p. 41).

   Generalizations. People want many things which we call goods and services but have only limited means to secure them. In economics, the condition in which wants exceed means for satisfying them is called scarcity. Because wants are unlimited and resources for use in satisfying them are limited and versatile, all economic systems must be concerned with problems of relative scarcity.

Unit II. Structure of the American economy.

2. Objective. The student will examine the concepts of economic production and income and explain their role in the American economy (p. 43).

   Generalizations. Because wants are unlimited and resources are limited and versatile, choices must be made as to how to use resources and what goods and services to produce. Incomes are a major consideration in determining who shall receive goods and services produced. In a free enterprise system the amount of income is conditioned by the value placed on the contribution to production and varies with the scarcity of the resource, government interventions, and demand for the resource contributed. Economists have developed various indices used in measuring, describing, and seeking to understand productivity and income.

Unit III. Economic distribution.

3. Objective. The student will explain the concept of distribution and its role in the functioning of the American economy (p. 47).

Generalizations. Supply may be defined as a schedule of the quantity of particular goods or services available at various prices. Other things being equal, when demand and price increase, supply increases and when demand and price decrease supply decreases. In a market economy prices are a major factor affecting allocation of resources and production of goods and services.

Unit IV. Economic consumption.

4. Objective. The student will explain the concept of consumption and its role in the structure of the American economy (p. 50).

Generalizations. Schedules of amounts of a good or service consumers will purchase at various prices depict demand. At given times demand may be affected by income and employment, tasks and fashions, expectations about future prices, costs of alternative goods or services that may be used as substitutes, and costs of complementary goods or services. Other factors being equivalent, producers in a market economy make production decisions in response to or in anticipation of consumer demand.

Unit V. Economic conditions.

5. Objective. The student will define the concepts of inflation, deflation, and economic cycles and identify other factors which influence economic conditions (p. 53).

Generalization. Every market economy experiences periodic fluctuations in its level of economic activity.

Section Three: Role of the individual in the free enterprise system.

Unit I. The role of the individual as consumer.

1. Objective. The student will produce a budget demonstrating grasp of elements of consumer activity (p. 63).

Generalizations. Because of scarcity, individuals must husband resources available to realize optimum value. Due attention to elements of consumer activities can contribute to the pursuit of happiness in free enterprise systems.

2. Objective. The student will analyze and classify factors influencing choices made by consumers (p. 64).

Generalization. Awareness of factors affecting choices can sometimes lead to more satisfying ways of choosing.

Unit III. The role of the individual as citizen.

6. Objective. The student will organize information about designated kinds of economic issues placed on the ballot (p. 69).

Generalizations. Citizens may participate in the economic system in a variety of ways. Collective actions may have decisive impact on economic decisions (what is produced, how it is produced, and who gets that which is produced).

Section Four: The Role of Money and Banking in the American Free Enterprise System.

Unit I. Money.

1. Objective. The student will observe and classify examples of items that serve as money (p. 75).

Generalizations. Money is anything that is accepted in exchange for goods and services or as payment for debts. It facilitates savings, production, and marketing activities. Its value is related to the quantity and quality of goods and services for which it can be exchanged.

Unit II. Banking.

4. Objective. The student will describe and explain characteristics of banks and ways they function (p. 81).

Generalizations. A banking system provides a mechanism by which the supply of money can be expanded or contracted to meet needs of the economy. Banks are businesses and, as such, depend upon profits to continue their services. Profits are made through interest on loans and deposits are sources of funds loaned.

5. Objective. The student will collect, analyze and share information about banking activities and regulations (p.81).

Generalization. Banks and other financial institutions make savings and accumulation of capital more convenient.

Unit III. The federal reserve system.

6. Objective. The student will describe the Federal Reserve System and its impact on the American economy (p. 86).

Generalization. The Federal Reserve System is the nation's central bank, serving the needs of both the federal government and member commercial banks.

Section Five: The role of business in the American free enterprise system.

Unit II. Organizational patterns of business.

2. Objective. The student will classify examples of selected types of business organizations including sole proprietorship, partnership, corporation, and cooperative (p. 95).

Generalizations. Businesses may be grouped or classified in a variety of ways. The production of the economy is carried out through different forms of business and business organization.

Unit III. Functions of business in a free enterprise.

4. Objective. The student will describe and recognize examples of methods of financing a business including bank loans, savings, stocks, and bonds (p. 99).

Generalization. Businesses use savings (stocks, bonds, loans, and surpluses) to finance operations, to increase productivity, and to realize profits.

6. Objective. The student will discuss the law of supply and demand as it functions in market economics (p. 102).

Generalizations. In market economies prices are a major factor in the allocation of resources and the production of goods and services. Prices are conditioned by interactions of supply and demand and act as market regulators.

7. Objective. The student will recognize effects of business spending on the economy (p. 104).

Generalizations. Every market economy experiences periodic fluctuations in its level of economic activity. As a society moves from a subsistence economy to a surplus economy, the interdependence of segments of the economy is greater. Businesses are employers and consumers of goods and services as well as producers. Business spending in each of these roles affects the economy.

Section Six: The role of labor in the American free enterprise system.

Unit II. The labor market.

3. Objective. The student will identify and review sources of information about the world of work (p. 119).

Generalization. Informed search and selection of career goals can affect the economic well being of individuals and society.

5. Objective. The student will apply economic concepts of supply and demand in explaining reasons that wages vary by occupations (p. 122).

Generalizations. In a market economy incomes are affected by the value placed on the contribution made to economic production. A major determinant of that value is the market of buyers and sellers. Incomes are a part of the economic system's way of determining for whom goods and services are produced. Wages for labor is the major source of income for most households in the U.S.A.

6. Objective. The student will explore various types of wages and verbally explain relative advantages and disadvantages of each type (p. 124).

Generalizations. Salaries and wages are calculated and paid in a variety of ways. Choices of types have been influenced by special conditions of the occupation, by tradition, and by preferences of employers and employees.

Unit III. The role of labor organizations.

7. Objective. The student will compare and contrast the growth of labor unions from the Industrial Revolution to the present (p. 126).

Generalizations. Labor unions have emerged and changed in relation to other economic, social, and political institutions. The sources and the exercise of power and authority differ within political systems.

8. Objective. The student will investigate and report on union and other occupational associations' goals, methods, and status (p. 128).

Generalizations. A function of labor unions and other occupational associations is to promote the security and well being of its membership. Cooperation and competition coexist within and among various groups.

10. Objective. The student will examine significant issues and problems that labor unions must meet and solve in this ever-changing society (p. 132).

Generalization. Many issues and problems challenge the labor sector of our economy today.

Section Seven: The role of government in the free enterprise system.

Unit I. Government as a producer.

1. Objective. The student will list services government provides and discuss reasons these services have been deemed necessary (p. 139).

Generalization. Though government functions as regulator, employer, and consumer, its purpose is predominantly services.

Unit II. Government as regulator.

2. Objective. The student will analyze selected government regulations and make inferences regarding the probable advantages and disadvantages for various segments of society (p. 141).

Generalizations. The government functions as regulator, producer, employer, and consumer. In the role of regulator, government affects other segments of society and the economy.

Unit III. Government as consumer.

3. Objective. The student will describe and explain the functions of money in government activities (p. 143).

   Generalization. The government functions as regulator, producer, employer, and consumer.

Unit IV. Government as employer.

4. Objective. The student will examine sources on government employment information and identify effects of government as an employer in our economy (p. 145).

   Generalization. The government functions as regulator, producer, employer, and consumer.

Section Eight: The American free enterprise system and other economic systems.

Unit I. Types of characteristics of economic systems.

1. Objective. The student will describe three general types of economic systems and explain how each answers fundamental economic questions (p. 152).

   Generalization. Economic systems may be grouped into broad categories which differentiate systems on the basis of how they answer the questions of what to produce, how and how much to produce, and who gets that which is produced.

3. Objective. The student will discuss characteristics and activities of competing economic systems (p. 156).

   Generalization. There is a variety of economic systems in operation in today's world.

Unit II. International trade and the American free enterprise system.

4. Objective. The student will illustrate the definition and functions of international trade and specialization (p. 158).

Generalization. International trade is a reciprocal process by which we contribute to the satisfaction of economic needs of other nations and by which they contribute to the satisfaction of our needs.

8. Objective. The student will describe purposes and results of trade restrictions and trade promotions (p. 163).

Generalization. Regulation of trade may involve policies to promote trade or to restrict it.

Section Nine: Problems, benefits and future of the American free enterprise system.

Unit I. Persistent issues and problems.

1. Objective. The student will investigate selected economic issues and problems and analyze proposed solutions (p. 168).

Generalizations. As a society moves from a subsistence economy to a surplus economy, the interdependence of segments of the economy is greater. Every market economy experiences periodic fluctuations in its level of economic activity. Markets differ in the extent to which competition prevails.

Content Supplement B

*OBJECTIVE 1

The student will identify principal elements in the concept of scarcity including unlimited human wants and needs, limited economic resources, and opportunity costs.

Concepts

Wants, needs, goods, services, resources, scarcity

Generalization

People want many things which we call goods and services but have only limited means to secure them. In economics, the condition in which wants exceed means for satisfying them is called scarcity. Because wants are unlimited and resources for use in satisfying them are limited and versatile, all economic systems must be concerned with problems of relative scarcity.

CONTENT OUTLINE

I. Concept of Scarcity

A.* Unlimited human wants and needs

B.* Limited economic resources

1. Natural resources

2. Human resources

3. Capital resources

C.* Opportunity (alternative) costs

*A - On Level, B - Below Level, C - Above Level

ACTIVITIES

(A) Role-play a situation in which a student unexpectedly receives a thousand dollars. Decide how to divide the money among various wants and needs. Explain the intended expenditures and how the decision was made among all the choices available.

(A) Review appropriate references to develop documented examples showing that the presence of abundant resources does not necessarily assure a high standard of living.

(Continued on next page)

*OBJECTIVE 5

The student will define the concepts of inflation, deflation and economic cycles and identify other factors which influence economic conditions.

Concepts

Inflation, deflation, economic cycle, market economy

Generalization

Every market economy experiences periodic fluctuations in its level of economic activity.

CONTENT OUTLINE

V. Economic Conditions

- A. Inflation
- B. Deflation
- C. Economic cycles

ACTIVITIES

(A) Consult an almanac, newspaper indexes and other available references to locate information and make graphs which reflect the price changes of several common products and services over the last twenty years on such things as bread, automobiles, new homes, and telephone service. Use the data to initiate a discussion of inflation and deflation.

Identify items which remained at the same price levels and items which have decreased in price. Account for the rise or fall in price. Discuss roles the supply of money has in effecting price changes. Explain how demands for new products affect prices. Discuss ways increases in production costs affect the price of goods and make generalizations about the relationships of money, demand, and production to price levels.

(Continued on next page)

SKILL AREA: USING SOCIAL STUDIES SKILLS

The skill area focusing on social studies skills includes five objectives: Problem Solving and Critical Thinking, Interpreting Maps, Understanding Time and Chronology, Evaluating Information, and Interpreting Pictorial and Graphic Materials.

Problem Solving and Critical Thinking

SAMPLE ITEM:

> In order to provide services to citizens more efficiently, many local governments have been concerned with issues of central control. Secession occurs when the citizens in a part of a city or county formally withdraw from city or county government. Annexation takes place when a city enlarges its boundaries to take in a nearby area. Consolidation occurs when one or more cities and a county join together as a single government. In the mid-1950s, Dade County, along with Miami and several other cities in Florida, formed a governmental unit known as Metro.

Based on an analysis of this situation, which of the following inferences can most reasonably be drawn?

A. Secession was employed by the citizens of Metro.

B. Annexation was employed by the citizens of Metro.

C. Consolidation was employed by the citizens of Metro.

D. The citizens of Florida are more public-spirited than citizens of other states.

DESCRIPTION OF TEST QUESTIONS:

1. The student will be presented with a reading selection, drawn from materials such as books, newspapers, and magazines, that describes a social studies-relevant situation. The situation described will be based on concepts or events drawn from the content outlines for

asterisked objectives in the Louisiana Department of Education curriculum guides for American History, Free Enterprise, and Civics.

2. The reading selection will be followed by the question "Based on an analysis of this situation, which of the following inferences can most reasonably be drawn?"

3. A question will not require the student to have previous knowledge of the subject matter presented. Sufficient information will be presented in the reading selection so that, by analysis alone, a reasonable inference can be drawn.

DESCRIPTION OF ANSWER CHOICES:

1. The correct answer choice will be the most reasonable inference, among the four answer choices, that can be drawn from the information presented in the reading selection. This inference will be accurate, relevant, and supported by information in the selection.

2. An incorrect answer choice will be:

   a. contradicted analysis: an inference directly contradicted by the information in the reading selection;

   b. unsupported analysis: an inference related to, but unsupported by, the information in the reading selection; or

   c. irrelevant analysis: an inference essentially unrelated to the information in the reading selection.

SAMPLE ITEM ANSWER CHOICE DESCRIPTIONS:

A. contradicted analysis

B. contradicted analysis

C. correct

D. irrelevant analysis

INSTRUCTIONAL ANALYSIS:

In school and daily life, students will encounter a deluge of social studies-relevant information. Students must develop

critical-thinking skills in order to process this information and develop their beliefs. The conclusions that students draw will guide them in such realms as casting votes, selecting jobs, and supporting or opposing government policy. Important aspects of critical thinking include the following inference skills: determining cause-and-effect relationships, predicting outcomes, arriving at a generalization from a series of details, making comparisons, and making logical deductions.

One way to help students sharpen their inferential skills is by presenting examples of inferences from sample reading selections. Point out the steps that lead to accurate inferences. Help your students to recognize and generate accurate inferences from examples you select or devise. This process will help train students to gather the evidence necessary to make an accurate inference. It may also steer students away from making incorrect inferences based on unwarranted assumptions.

In choosing or developing appropriate reading selections to illustrate types of inferences, keep in mind that a reading selection for a LEAP item testing problem solving and critical thinking would contain all the essential information needed to arrive at the correct conclusion. You may wish to incorporate this distinctive feature of LEAP items into your examples. In that way, your students will learn to avoid using their own assumptions and previous knowledge to draw conclusions unsupported by the information presented.

Examples of important types of inferential thinking will now be treated in brief detail.

Cause and Effect

Cause-and-effect relationships are sometimes indicated by transitional words and phrases such as because, so, therefore, consequently, in order that, as a result, then, thus, since, and for. In the following sentence, such a transitional word establishes a clear cause-and-effect connection between two actions.

> President Taft lost his re-election bid because he did not get enough votes.

A causal relationship can often be discerned, however, without the help of such terms.

> President Taft lost his re-election bid. He did not get enough votes.

In this case, the cause-and-effect connection between the two events can be inferred by the juxtaposition of the statements and logical relationship between the events described.

In order to avoid relying on assumed knowledge, a LEAP item will typically delineate the cause-and-effect relationship (or other inference) that the student is to identify. (This also holds true for the other types of inferences described below.)

Example:

> President Taft was not an effective campaigner, because he lacked the flair and drive to win votes. He won his first term as President of the United States largely as a result of unified support from his party and from Theodore Roosevelt. While many historians view Taft as a capable President, Taft's record alone was not enough. When Roosevelt left the Republican party to run against Taft, Taft's previous power base was divided. Democrat Woodrow Wilson was too strong a candidate for a divided Republican party to defeat.

In the example above, the reading selection defines the cause of Taft's defeat: a divided Republican party. Without the explanation within the reading selection, there is no clear logical connection between a divided political party and election defeat. Also, in this example, as in typical items in this objective, the student cannot select the correct inference without using information from various parts of the reading selection. Furthermore, any student who knows of an alternative explanation for Taft's loss would be unwise to use that outside knowledge to answer the question in the item. Such an explanation could contradict or be unrelated to the information provided to the student.

<u>Predicting Outcomes</u>

The prediction of outcomes is related to an understanding of cause and effect. In the context of test items, if we know that Event A invariably brings about the occurrence of Event B, and Event A happens, then we can reasonably predict that Event B will occur.

always

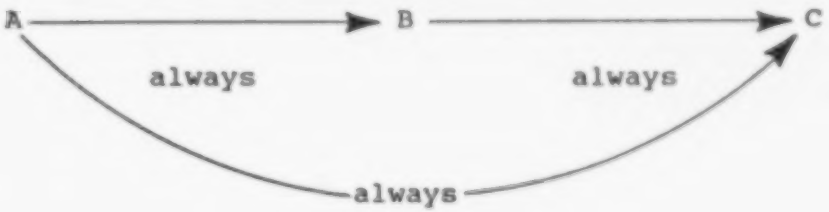
Cause: B will happen only if A happens first.
Effect: If A happens, B will always result.

Therefore: If A, then B.
If not A, then not B.

Example: Any candidate who carried the states in which slavery was not permitted would win the 1860 presidential election. Bell won all the border states except Missouri (won by Douglas). Lincoln won the states that did not permit slavery, and Breckinridge won the southern slave states.

Conclusion: Lincoln won the election.

Also, by extension, if A is known to cause B, and B is known to cause C, then A will bring about the occurrence of C.



Example: In November, voters will decide whether to pass the Borkman bond issue. If it passes, a new shopping center will be built in the area known as Coyle Heights. To construct the huge shopping complex, the single family homes in Coyle Heights would have to be torn down. In fact, Coyle Heights would no longer contain space for a residential area. Coyle Heights would become an area where people go to work and play rather than to live.

(If A [bond issue], then B [shopping center].
If B [shopping center], then C [relocation].)

Conclusion: If the Borkman bond issue passes, residents in Coyle Heights will have to find a new place to live.

Help your students understand that, in predicting outcomes, an inferred prediction is an effect that must follow a specified cause. In the preceding example, if only some residents of Coyle Heights were affected, the stated prediction would not necessarily be true.

Arriving at Generalizations

A series of related details can be viewed together as a whole to form a generalization.

Details		Generalization
Inflation is low. Unemployment is low. Standards of living are rising.	→	The economy is healthy.

Giving students practice in discerning the relationship, if any, among details is useful in promoting this skill.

Making Comparisons

Perceiving similarities and differences among described entities is an important skill. Sometimes degrees of resemblance or contrast between two entities are not directly stated; the link must then be inferred.

Example: The United States imports a higher percentage of the oil it uses than the Soviet Union does. Japan imports a higher percentage of the oil it uses than the United States does.

Conclusion: Japan imports a higher percentage of the oil it uses than the Soviet Union does.

You can help your students see the way in which comparative analyses work by starting them out with simple examples: Italy is larger than Austria; Austria is larger than Switzerland; therefore, is Switzerland larger or smaller than Italy? A variety of such comparison problems, presented in the context of social studies content, will help students master this influential skill.

Logical Deductions

There are numerous forms of logical deduction based on syllogistic reasoning. In the following illustrative syllogisms, the type of deduction know as classification is represented:

All A are B. X is an A. Therefore, X is a B.	or	No A are B. X is an A. Therefore, X is not a B.

Example: All the Democrats living in Huntsville voted for Commissioner Huxley. Hugh Miller is a Democratic voter living in Huntsville.

Conclusion: Hugh Miller voted for Commissioner Huxley.

If you care to deal more extensively with the techniques of formal logic, then you may wish to consult an introductory logic text to isolate common forms of logical reasoning and frequently encountered logical fallacies.

The types of inferences used as examples do not represent an exhaustive list. They do, however, share the following feature with other logical constructs: The given information is used to reach a rigorous, defensible conclusion. Although real-world situations are never so clearly defined, practice in solving critical-thinking items such as those presented in the LEAP social studies examination will help students develop the cognitive skills so necessary to real-world problem solving.

Interpreting Pictorial and Graphic Materials

SAMPLE ITEMS:

A pictorial-display item:

THE CONSTITUTION TREE AND ITS FRUITS

STATUS: ENDANGERED SPECIES

Which of the following is most strongly suggested by the cartoon?

A. The Constitution and Bill of Rights are no longer useful in our society.

B. Most truly important documents in our nation's history were written during the eighteenth century.

C. Any changes made to the Constitution threaten justice, freedom, prosperity, and equality in our country.

D. The benefits provided by the United States Constitution are at risk of being lost.

A graphic-display item:

THE GROWTH OF LABOR UNIONS IN AMERICA

Based on the graph, which of the following statements about the percentage of the work force belonging to labor unions is most accurate?

A. In 1950, a higher percentage of workers belonged to labor unions than earlier in the century.

B. The percentage of the work force belonging to labor unions began a permanent decline in the 1960s.

C. By 1980, a lower percentage of workers belonged to labor unions than prior to World War II (1939).

D. The percentage of workers belonging to unions increased steadily from 1900 to 1980.

DESCRIPTION OF TEST QUESTIONS:

1. The student will be presented with a picture, cartoon, chart, table, or graph (line, picture, bar, or circle) drawn from materials such as books, newspapers, and magazines.

2. The pictorial or graphic material will be followed by one, two, or three questions based on the display.

3. A question will require the student to make an accurate interpretation of the pictorial or graphic material rather than merely supply information contained in the display.

DESCRIPTION OF ANSWER CHOICES:

1. The correct answer choice will be a word, date, phrase, or sentence that accurately interprets the information presented in the pictorial or graphic material.

2. An incorrect answer choice will be:

   a. <u>contradicted interpretation</u>: an interpretation directly contradicted by the information in the pictorial or graphic material;

   b. <u>unsupported interpretation</u>: an interpretation related to, but unsupported by, the information in the pictorial or graphic material; or

   c. <u>irrelevant interpretation</u>: an interpretation essentially unrelated to the information in the pictorial or graphic material.

SAMPLE ITEM ANSWER CHOICE DESCRIPTIONS:

For pictorial-display item:

A. contradicted interpretation

B. irrelevant interpretation

C. unsupported interpretation

D. correct

For graphic-display item:

A. correct

B. unsupported interpretation

C. contradicted interpretation

D. contradicted interpretation

INSTRUCTIONAL ANALYSIS:

The information that high-school students and adults encounter includes pictorial and graphic information. Test items for this subskill assess the ability of students to process and interpret such information. These items require the student to interpret specific types of pictorial and graphic displays. In the context of these items, a pictorial display is a cartoon treatment of a social studies-relevant situation. Such cartoons typically appear on the editorial page of a newspaper or magazine. A graphic display presents numeric data in graphic or tabular form. Ways of dealing with pictorial-display and graphic-display items are described below.

Pictorial-display Items

Pictorial display items on the LEAP Social Studies Test will be presented in editorial cartoon format. Emphasize to students that, unlike a graph, a cartoon typically represents subjective rather than objective information. In other words, the purpose of a political cartoon is not to convey factual data, but to transmit a specific message based on someone's opinion.

An examination of the sample cartoon item reveals this emphasis of message over information. The Constitution, represented as a tree, is rooted in a Bill of Rights and bears fruits labeled "justice," "freedom," "prosperity," and "equality." The tree is marked as "endangered." Thus, the cartoon clearly conveys the message that the substantial benefits provided by the Constitution are at risk because the Constitution itself is in jeopardy.

Although a cartoon's message is often obvious, understanding the cartoon requires some degree of interpretation. You may wish to review interpretation of editorial cartoons with your students by having them bring to class editorial cartoons from magazines or newspapers. Analyze the cartoons in class, noting the various possible interpretations.

Point out that cartoon symbolism is not static. In the

Point out that cartoon symbolism is not static. In the sample item, for instance, the tree symbolizes something with positive qualities. Another cartoonist could use a tree drawn in a menacing fashion to symbolize something negative.

Emphasize too that a cartoon, however persuasive, represents an opinion rather than a fact. A different sample cartoon could have argued that the Constitution is not vital or is not endangered. Thus, a student who disagrees with a cartoon's message is not wrong, and a cartoon is neither invalid nor ineffective merely because it advocates a controversial message.

Warn students against allowing their own opinions to influence their interpretation of a cartoon's meaning. For the LEAP test, students are not asked to judge whether a cartoon's viewpoint is correct; they merely need to understand what the cartoon is trying to say. The cartoons used in these items represent a variety of viewpoints with which students could theoretically take issue. By having your students interpret and assess the wide range of opinions and attitudes expressed in editorial cartoons, you will be helping students to hone their own critical-thinking skills.

Graphic-display Items

For graphic-display items, students will be required to obtain and interpret information from a graph or table (chart). Unlike an editorial cartoon, a graphic display typically conveys objective, numeric information. Because graphs and tables come in many forms, you may wish to expose your students to as wide a variety of graphs and tables as possible. The form of a graph or table can affect what information it provides and how to access this information. A graph is particularly effective for communicating interrelationships among data in a visually clear way. A bar graph, for instance, shows the relative status of pieces of data, such as the gas mileage of various automobiles. The length of the bars can be used to facilitate comparison. A line graph typically shows changes in data, such as the number of registered voters over each of the last 30 years. A circle graph typically shows data in percentages, such as the division of the federal budget into "pie slices" representing federal expenditures. A table uses rows and columns to organize a large amount of numeric information. Working with a variety of graphs and tables can help give your students the self-assurance they need to deal with the many types of graphic materials they are apt to encounter.

Give students sufficient practice reading data from graphs and tables. Emphasize the significance of the vertical and horizontal axes in graphs (bar and line) as well as the column and row headings in tables. To develop your students' skills, you may at first choose to ask simple questions generated from

sample graphic displays that require, for example, the reading of a single data point. Then, introduce more difficult questions that require interpretation of the data in a display. Graphic-display items on the LEAP test will require an interpretation of the table's information, not just the identification of a detail. In the sample item, for instance, answering the question involves comparing information from different parts of the graphic display.

In helping students learn to interpret graphic displays, you will be enabling them to gain access to the broad range of important information that such sources can provide.

Understanding Time and Chronology

SAMPLE ITEMS:

A historical-sequence item:

Which of the following events are listed in the correct historical sequence?

A. Ponce de Leon explores the Florida region; Lewis and Clark explore the Louisiana Territory; Virginia becomes a state.

B. Virginia becomes a state; Texas becomes a state; James Oglethorpe and followers begin Georgia colony.

C. Lewis and Clark explore the Louisiana Territory; James Oglethorpe and followers begin Georgia colony; Texas becomes a state.

D. Ponce de Leon explores the Florida region; James Oglethorpe and followers begin Georgia colony; Virginia becomes a state.

A before/after item:

Which of the following events occurred before the annexation of the Philippine islands by the United States?

A. the formation of the League of Nations

B. the Spanish-American War

C. World War I

D. the election of Theodore Roosevelt as President

DESCRIPTION OF TEST QUESTIONS:

1. The student will be presented with either a historical-sequence item or a before/after item.

2. For historical-sequence items, students will be presented with the following question: "Which of the following events are listed in the correct historical sequence?"

3. For before/after items:

a. Students will be presented with a question in the following form: "Which of the following events occurred [before/after] ___(given event)___?"

b. Any event referred to will be drawn from the content outlines of the asterisked objectives in the Louisiana Department of Education American History Curriculum Guide.

DESCRIPTION OF ANSWER CHOICES:

1. For historical-sequence items:

   a. The correct answer choice will be a set of three historical events sequenced in chronological order. The sequence, from left to right, will list the earliest to the most recent event.

   b. An incorrect answer choice will be an incorrect sequence: a set of events in improper chronological sequence.

2. For before/after items:

   a. The correct answer will be:

      (1) the event that occurred before the question-specified event when the question asks for a prior event; or

      (2) the event that occurred after the question-specified event when the question asks for a later event.

   b. An incorrect answer choice will be a reversed sequence: an event that occurred before the question-specified event when the question asks for an event that occurred after the specified event, or vice versa.

3. Events referred to in answer choices will be drawn from the content outlines for asterisked objectives in the Louisiana Department of Education American History Curriculum Guide.

SAMPLE ITEM ANSWER CHOICE DESCRIPTIONS:

For historical-sequence item:

A. incorrect sequence

B. incorrect sequence

C. incorrect sequence

D. correct

For before/after item:

A. reversed sequence

B. correct

C. reversed sequence

D. reversed sequence

INSTRUCTIONAL ANALYSIS:

To properly examine and understand the historical record, students must come to view history as an ongoing sequence of events. The ability to search out historical patterns that develop over decades and centuries is assessed in Understanding Time and Chronology. Both item types (historical-sequence and before/after formats) require students to demonstrate a knowledge of the chronological order in which major events occurred.

The level of item difficulty for this skill is limited by two factors. First, any event referred to in either the item question or the answer choices is drawn from the content outlines of asterisked objectives. Second, events that happened in close chronological proximity are not used in the same item unless there is a clear cause-and-effect relationship linking the two events in a definite order. For example, students would not be asked to judge whether the 19th Amendment (1920) was passed before or after the end of World War I (1918), because these events are not directly linked by cause and effect and occurred only two years apart. On the other hand, students might be presented with a cause of America's entry into World War I (such as the Zimmermann note) and an effect of this military involvement (such as the end of the war). In the latter case, any student familiar with the public release of the Zimmermann note (1917) and the end of World War I (1918) would know which came first.

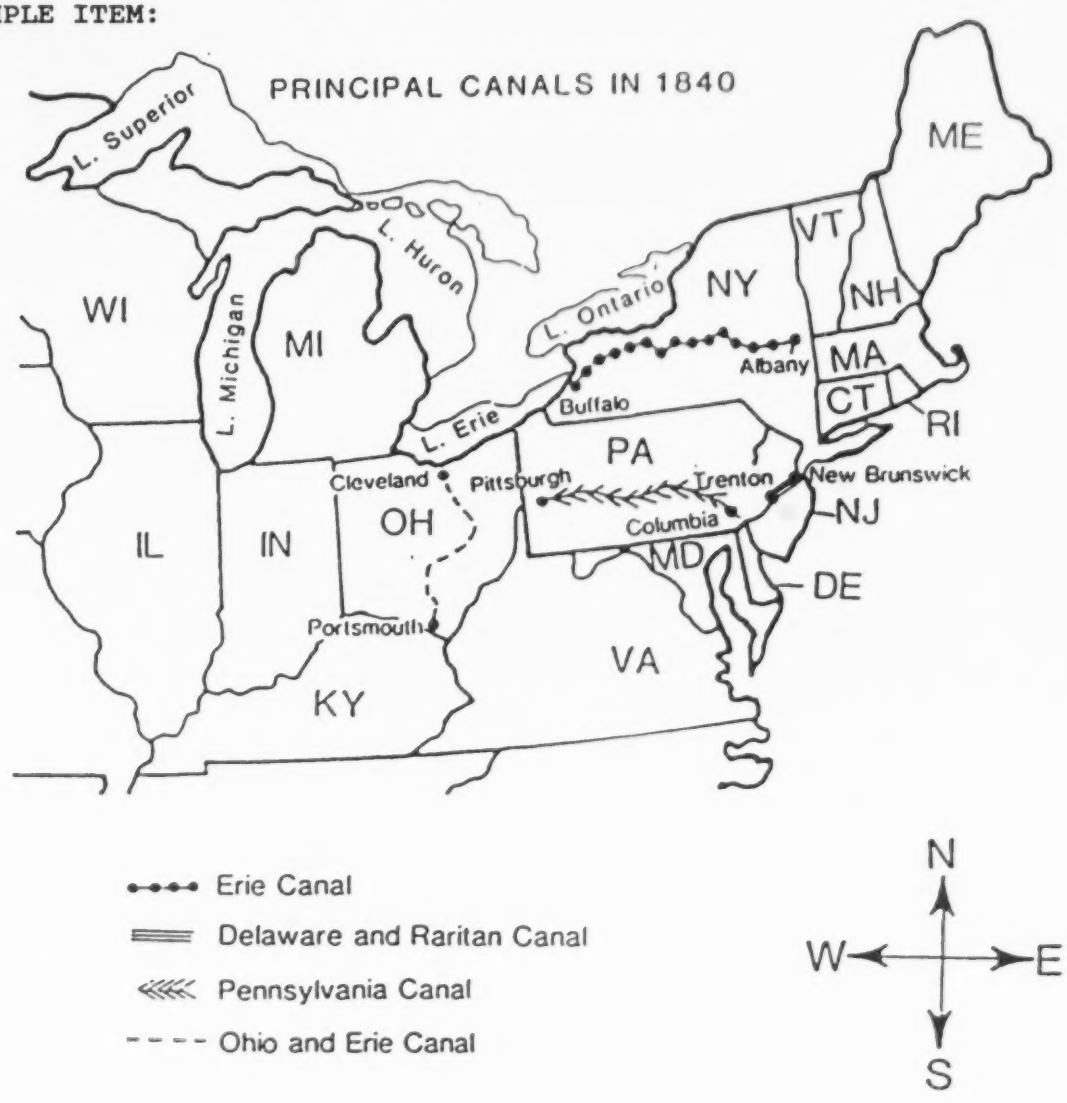
Because the events in Understanding Time and Chronology items will be drawn from the asterisked content outlines, you might find it helpful to make a time line of events from the content outlines. You can refer to this time line throughout the academic year. In presenting each new topic of study, use the outline to point out where your current historical topic fits chronologically into history.

For example, the topic of study might be the women's suffrage movement in the first part of the 20th century. You could encourage students to examine related and nonrelated events in American history that (1) preceded, (2) occurred during, and (3) followed the women's suffrage movement of the early 20th century. You may wish to point out, for example, that the women's suffrage movement gained momentum from the industrial revolution that led many women to leave the home for work in factories. You may also want to show how the women's rights movement evolved, in part, from women's involvement in the abolitionist movement. Furthermore, you could point out that support for the 19th Amendment was building in America during World War II and that in the decade following the 19th Amendment's passage, Americans would also experience isolationism, the roaring 20s, the Harlem Renaissance, and the stock market crash.

By linking a topic with contemporary and surrounding events, you can help students visualize the time line of the American experience.

Interpreting Maps

SAMPLE ITEM:



Which of the following canals could have been used to travel directly west to a port on one of the Great Lakes?

A. Pennsylvania Canal

B. Delaware and Raritan Canal

C. Lake Michigan Canal

D. Erie Canal

DESCRIPTION OF TEST QUESTIONS:

1. The student will be presented with a display consisting of one or two maps. The map(s) may consist of real or fictional geography.

2. The display will be followed by one, two, or three questions based on the map(s).

3. A question will require the student to (1) use information from the given map(s), (2) draw a conclusion based on information in the map(s), or (3) link information from the given map(s) to geographic or historical knowledge with which the student should be familiar.

4. A question that involves drawing a conclusion will require a single, simple inference based on the map(s) and/or knowledge of important geographic or historical information. The question will focus primarily on map interpretation rather than historical or geographical knowledge. Any historical or geographical knowledge required to answer questions will be widely known, not obscure.

DESCRIPTION OF ANSWER CHOICES:

1. The correct answer choice will be a word, date, phrase, or sentence that accurately interprets the information presented in the map(s).

2. An incorrect answer choice will be a word, date, phrase, or sentence that represents:

   a. contradicted interpretation: an interpretation directly contradicted by the information in the map(s);

   b. unsupported interpretation: an interpretation related to, but unsupported by, the information in the map(s); or

   c. irrelevant interpretation: an interpretation essentially unrelated to the information in the map(s).

SAMPLE ITEM ANSWER CHOICE DESCRIPTIONS:

A. contradicted interpretation

B. contradicted interpretation

C. unsupported interpretation

D. correct

INSTRUCTIONAL ANALYSIS:

Using and interpreting maps is an important research and analysis skill for students. This skill is particularly relevant in the content area of social studies, where maps frequently represent the raw data from which students elicit information and draw conclusions about geographical and historical issues.

To help your students master this skill, you may first want to explain the basic components of maps, including the directional indicator, the legend, the title, and listed dates (if any). Suppose, for example, that you use a map of Iowa to illustrate the uses of a directional indicator and a legend. Explain to students that the directional indicator would provide the orientation necessary to answer questions such as the following:

"In 1985 what was the largest city in Iowa directly north of Des Moines?"

The legend, the key to a map's symbols, might in turn enable students to identify the population size of Iowa cities. Students would also need to pay attention to the date of the map because the above question specifies 1985 population levels.

In your lessons on map interpretation, you may at first choose to present students with simple questions based on maps. Once your students have mastered basic map-reading skills, try to help them use maps to answer more interpretive questions. Map items on the LEAP test will often require more than simply locating information. For instance, consider the following question in reference to a map of Iowa from 1946 and a current map of Iowa.*

---

*This display would have to include major highway connections in Iowa and the legend would probably distinguish between state and interstate highways.

Which of the following cities was connected to Des Moines by an interstate highway that was constructed after 1946?"

Answering this question requires finding and comparing information from two maps. The required interpretation, however, is not complicated or difficult to obtain.

Some items in this objective might require the student to be familiar with basic geographical or historical concepts such as when the United States won its independence (1776) or approximately where California is located (West Coast). Because this subskill focuses on interpreting maps rather than on assessing previous knowledge, answering test items will not require students to be aware of potentially obscure historical or geographical information.

Exposing your students to a wide variety of maps and legend symbolism will help them to develop their map-reading abilities. Therefore, you may want to devote class time to working with local, state, national, and international maps. Providing maps of the same region in different eras may provide additional insights regarding the uses and interpretation of maps.

Evaluating Information

SAMPLE ITEM:

An excerpt from a magazine advertisement:

SUMMER BASKETBALL CAMP

Parents:

Don't let your son or daughter be left out! Register your child for a summer instructional and fun-filled experience not to be forgotten. At the Everybody Wins Basketball Camp your child will be joining scores of classmates who will learn the fundamentals of basketball while having fun. Ages 9-16, boys and girls, tuition: $290. Make sure your youngster isn't left behind!

Which, if any, of the following propaganda techniques is illustrated in this excerpt?

A. Bandwagon

B. Plain folks

C. Testimonial

D. None of the above

DESCRIPTION OF TEST QUESTIONS:

1. The student will be presented with a reading selection drawn from materials such as newspaper editorials, magazine essays, letters to newspapers or magazines, print or broadcast advertisements, and political speeches.

2. The reading selection will be followed by the question "Which, if any, of the following propaganda techniques is illustrated in this excerpt?"

3. Each reading selection will represent:

   a. a clear instance of one of the propaganda techniques cited in Content Supplement A for Using Social Studies Skills (p.70); or

   b. nonuse of any of these propaganda techniques.

DESCRIPTION OF ANSWER CHOICES:

1. The correct answer choice will be:

   a. the name of the illustrated propaganda technique when the excerpt illustrates such a technique; or

   b. the "None of the above" answer choice when:

      (1) no propaganda technique has been illustrated in the reading selection; or

      (2) the illustrated propaganda technique is not listed as one of the answer choices.

2. An incorrect answer choice will be:

   a. incorrect technique: the name of a propaganda technique not illustrated in the reading selection; or

   b. overlooked technique: the "none of the above" response when a propaganda technique has, in fact, been illustrated in the reading selection.

SAMPLE ITEM ANSWER CHOICE DESCRIPTIONS:

A. correct

B. incorrect technique

C. incorrect technique

D. overlooked technique

INSTRUCTIONAL ANALYSIS:

Accurately processing information and then making informed decisions based on these perceptions is a difficult but crucial task. Students need to be able to distinguish facts from claims, logic from fallacy, diatribe from dialogue, and persuasion from indoctrination. An ability to recognize forms of propaganda can help students discern when propaganda is being informative and when the truth is being bent, stretched, or ignored.

Items in this objective assess the ability to recognize forms of propaganda by requiring students to identify the form of propaganda, if any, that is represented in a reading selection. There are many ways to classify propaganda. For testing purposes, however, students will be required to know only the forms of propaganda presented in Content Supplement B for Using

Social Studies Skills. Familiarize students with the specific terminology used to define the propaganda techniques. These expressions (which are described in Content Supplement B) include: bandwagon, card stacking, glittering generality, name calling, plain folks, testimonial, and transfer. Students unfamiliar with these descriptors are not likely to answer items correctly--regardless of how well they recognize propaganda when they see it.

Of course, mere memorization of terms and definitions will not teach students to apply the concepts correctly to occurrences of propaganda. You may find it helpful to present examples of propaganda. Such examples abound in newspapers, magazines, speeches, and advertisements. To ensure that students have a solid understanding of propaganda techniques, you might have students invent examples illustrating the specific techniques. By providing experience in distinguishing among the types of propaganda, you will help students to evaluate given information more accurately.

USING SOCIAL STUDIES SKILLS:

Content Supplement A

Eligible Propaganda Techniques

(These propaganda techniques are listed on pages 26 and 32 of the Louisiana Department of Education Civics Curriculum Guide.)

A. Bandwagon: persuading the reader or listener to be for or against something or someone because others are for or against the same thing.

B. Card stacking: persuading the reader or listener by telling only points that support the advocated position product, or service--thereby ignoring all contrary evidence.

C. Glittering generality: persuading the reader or listener with vague statements with which it is difficult to disagree.

D. Name calling: persuading the reader or listener by using inexact and unsupported accusations to discredit someone or something.

E. Plain folks: persuading the reader or listener that the advocated position, product, or service is a common or ordinary one with which everyone can associate.

F. Testimonial: persuading the reader or listener by using the endorsement of a person, cause, or product.

G. Transfer: persuading the reader or listener by putting a person with admirable qualities together with the object or person being considered.

APPENDIX

THE LOUISIANA SOCIAL STUDIES

TERMINOLOGY LIST

The 300 words and phrases listed below were chosen on the basis of recommendations from the LEAP Grade Eleven Social Studies Examination Advisory Committee based on vocabulary lists contained in the Louisiana Department of Education curriculum guides for American History, Free Enterprise, Civics, World Geography, and Louisiana Studies. For ease of use by teachers and curriculum specialists, the words and phrases are presented in four groups: American History, Free Enterprises, Civics, and World Geography.

American History

abolition
agrarian
alien
Allied Powers
amendment
amnesty
anarchy
Anglican
annexation
anti-Semitism
appeasement
armada
"arsenal of democracy"
Axis Powers
balance-of-power
barter
bicameral
"Big Four"
Black Codes
blockade
boycott
capitalism
carpetbaggers
caucus
Central Powers
charter
checks and balances
Civil Service
civil rights
closed shop
Cold War
collective bargaining
Common Market
Communism
compact
compromise
concentration camps
Confederate
confederation
containment
contraband
corollary
crusades
de facto segregation
"deliberate speed"
depression
discrimination
"dollar diplomacy"
doves
economic sanctions
elastic clause
emancipation
embargo
Era of Good Feelings
ex post facto
excise tax
Fair Deal
fascism
federalism
Great Society
Great Depression
Harlem Renaissance
hawks
impeach
imperialism
implied powers

American History
(continued)

impressment
indentured servant
industrialization
injunction
interstate
intrastate
iron curtain
"island-hopping"
isolationist
Jim Crow laws
judicial review
liberal
literacy
loyalist
Manhattan Project
"Manifest Destiny"
melting pot
mercantilism
monopoly
most favored nation status
Muckraker
nationalism
neutrality
New Deal
New Frontier
nullify
"Operation Overload"
patriot
"popular sovereignty"
poverty
preamble
precedent
primogeniture
progressive
prohibition
propaganda
proprietary colony
protective tariff
protectorate
"pump priming"
racism
radical
ratification
ratify
reactionary
rebates
Reconstruction
"Red Scare"
referendum
"right of deposit"
royal colony
satellite nations
scalawags
"scorched earth" policy
secede
sectionalism
sedition
self-governing colony
"separate but equal"
separatists
slave
slave state
socialist
Solid South
spheres of influence
spoils system
states' rights
suffrage
tariff
temperance
totalitarian
triangular trade
trust
unconstitutional
unicameral
Union
veto
Warren Report
Watergate
women's rights
writ of habeas corpus
yellow journalism

Free Enterprise

balance of trade
boycott
budget
capital
capitalism
civil service
closed shop
collective bargaining
command economy
communism
competition
conglomerate

Free Enterprise
(continued)

consumer
corporation
demand
depression
dividends
economic cycle
economic systems
economics
employee
employer
employment
entrepreneur
expenditures
exports
fiscal policy
free market
goods
imports
income tax
inflation
injunction
insurance
labor
legal tender
liability
market economy
merger
monetary policy
money
national debt
open shop
partnership
price controls
producer
sales tax
scarcity
services
socialism
stockholders
supply
traditional economy
union
wildcat strike

Civics

absolute monarchy
Articles of Confederation
assessor
Australian ballot
bicameral
Bill of Rights
bill
budget
caucus
censorship
checks and balances
citizenship
civil case
closed primary
common law
concurrent powers
confederation
constitution
criminal case
Declaration of Independence
delegated powers
Democrats
due process
electoral vote
electoral college
ethnic
extradition
felonies
filibuster
Fourteenth Amendment
government
grand jury
immigrant
indictment
insurance
isolationism
item veto
jurisdiction
law
laws
libel
lobbyist
Magna Carta
majority party
Mayflower Compact
mayor
misdemeanors
monarchy
Monroe Doctrine

Civics
(continued)

national nominating convention
naturalization
open primary
ordinance
parish/parish seat
passport
petit jury
platform
pocket veto
police jury
political party
precinct
prejudice
primary
propaganda
property tax
recall
referendum
registration
representative government
republic
Republicans
reserved powers
revenue sharing
seniority
separation of powers
slander
speaker
split ticket
statutory law
straight ticket
subpoena
"sunshine" law
The Federalist
two-party system
United States House of Representatives
United States Senate
United States Constitution
verdict
veto
visa

World Geography

axis
basin
bayou
climate
degree
delta
equator
erosion
fall line
fault
hemisphere
humidity
hurricane
landform
latitude/longitude
legend
levee
peninsula
precipitation
plain
plateau
revolution
rotation
season
Tropic of Cancer/Capricorn
tropical/subtropical
wetland